



*Helsby Hillside
Primary School*

Curriculum Policy

Learn, Laugh, Play

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development.

Our curriculum is based on a programme of key skills designed to enable progression and continuity throughout the curriculum.

This broad and balanced curriculum provides opportunities for the development of cross-curricular links to ensure that pupils' learning has even greater coherence.

The key skills are developed across all the foundation subjects (art & design, design & technology, music, history, geography and physical education) ensuring that all the programmes of study are taught.

Within Helsby Hillside Primary School, English, maths, religious education, PHSCE, IT and science are taught as discrete subjects. Within these discrete subjects however, opportunities are taken whenever possible to develop appropriate links that benefit learning and incorporate the key skills.

The skills based curriculum that the school adopted is based upon six key skills; communication; working with others; the application of number; improving own learning and performance; information technology and problem solving. This explicit focus and clearly levelled, progressive skills allows teachers to provide opportunities for each child to reach their potential and develop interest through a creative, focussed environment that taps into their thirst for knowledge and uses pre-planning as its base. Through the development of learning skills and habits, children's knowledge will be enhanced across a range of subjects and contexts.

Aims and Objectives

Our excellent and enjoyable curriculum will enable us to create:

- a curriculum distinctive to Helsby Hillside School that meets the needs of our children,
- a curriculum based on progressive key skills materials that enhances statutory content,
- opportunities to raise standards in key skills and develop creative approaches to learning whilst raising standards,
- tracking procedures to assess children's achievement across the curriculum,
- opportunities to raise standards in non core subjects.

Teaching and Learning

Planning the Curriculum

- A 'Context for Learning' is established through consultation with staff, SLT and the curriculum coordinator in each class every term.
- This context is linked to statutory National Curriculum requirements for geography, history, art & design, design & technology, PE, and music. Scientific enquiry skills will also be developed where beneficial links to the context for learning can be formed.
- Each year group has a **long term plan** of the key skills for these subjects. The key skills are in National Curriculum levels to ensure appropriate pitch, continuity and progression.
- The key skills are grouped to be taught in Term 1, 2 and 3 to 'tie-in' with the Context for Learning.
- The key skills are then contextualised for each 'Context for Learning' to maximise links between subjects. These become the Medium Term Plans.
- The contextualised key skills provide the objectives and success criteria for class teachers' short term planning and assessment opportunities.
- Pre-planning activities are carried out with the children to develop key questions that can inform planning and progression of the theme.

Monitoring and Evaluation

The curriculum coordinator and subject coordinators are responsible for monitoring learning coverage and the standards of children's work. This may be used as a monitoring tool to inform the SLT and governors. The quality of teaching and learning is primarily carried out through monitoring by the SLT.

The curriculum coordinator is responsible for supporting colleagues in the teaching of Key Skills and for providing a strategic lead and direction for the curriculum throughout the school.

The curriculum coordinator leader regularly reviews the Key Skills curriculum identifying strengths and weaknesses and highlighting any areas for further development. This information is shared with SLT, staff, core subject leaders and the Governor Teaching and Learning Committee.

Assessment and Recording

Class teachers make informal judgements as they observe children during the lessons. They mark each piece of written work upon its completion and provide oral or written feedback to learners as necessary. On completion of a piece of work teachers make a summary judgement of the children's skills using 'Can I...' statements. These judgements are conveyed to the child through highlighting of the key skill following the schools marking procedures (see school marking policy). These statements are kept as a record in the children's books or folders, which are then used as a basis for assessing the progress of each individual child. Pupils are involved in self-assessment by completing a pupil section on the agreed marking grid. Teacher and pupil marking identifies success; indicate improvement and gives an example of an improvement suggestion.

Special Educational Needs and Inclusion

Children with Special Educational Needs have equal access to our Key Skills Curriculum. All children matter and are given every opportunity to achieve their maximum potential. We achieve this by planning a curriculum that will meet the needs of each child with Special Educational Needs. This includes children who are more able, children with disabilities, children from all social and cultural backgrounds and different ethnic groups.

We meet the needs of all children by:

- providing resources that reflect diversity and are free from discrimination and stereotyping,
- using a range of teaching strategies based on their individual needs,
- ensuring access to every activity is safe,
- using Teaching Assistants to provide 1:1 or small group support to targeted individuals.
- More information about this can be found in the Special Educational Needs and Inclusion policies.

Reporting to Parents

Parents are informed at our Parents Evenings mid year regarding their child's progress and attainment across all areas of the curriculum. An end of year report is written informing parents of progress and attainment against the Key Skills.

Health and Safety

Teachers ensure that all materials are appropriate for the age group and follow specific subject risk assessments. When planned activities require additional health and safety consideration the school and county risk assessment procedures are adhered to.

Role of the Governing Body

The Teaching and Learning Committee in liaison with the SMT take a proactive role in developing the school curriculum holistically, drawing on relevant documents and reports from the school and on evidence of the impact of changes on the engagement, motivation and learning of the pupils.